GOAL BANK

Across the content areas, James will be able to demonstrate an understanding and use of compensatory strategies in order to improve his comprehension of auditory information and written expression in order to access & express information across the curriculum and meet curriculum standards as measured by formal and informal teacher assessments and observations.

Compensatory Strategies

Across the content areas, XXX will be able to demonstrate an understanding and use of auditory processing strategies in order to improve her comprehension of auditory information and access information across the curriculum and meet curriculum standards as measured by formal and informal teacher assessments and observations.

In all content areas, XXX will request clarification or repetition from teachers or peers in order to understand given instructions/curriculum assignments in all curriculum areas within the classroom 4 of 5 opportunities within a day.

In all content areas, XXX will independently use resources such as procedural guides, multiplication charts, graphic organizers, checklists and texts in order to meet or exceed curriculum standards each opportunity given to her per trimester.

In all content areas, XXX will make seating choices that are away from background noise (blowers, hallways, people talking) and use active listening (face person speaking, look at facial cues, remove distractions) when given the opportunity 4 out of 5 times with minimal teacher reminders and prompts

Writing Goal  
Given expository assignments across the curriculum, Kelly will write with focus and attention to standard English conventions, by writing, revising and editing her work, producing a structured & organized, multi paragraph essay that supports either her opinion, or correctly answers a given prompt in order to progress towards or meet grade level expectations as measured by assessments and student work samples.

Given a topic & provided a graphic organizer, Kelly will complete the organizer as a pre-writing step with moderate teacher assistance in each presented opportunity within a trimester.

Kelly will transfer ideas from the graphic organizer to type a 5 paragraph essay, in which each paragraph contains a topic sentence, supporting details & analysis, and a conclusion with moderate staff support in 3 out of 4 opportunities as measured by progressing towards or achieving grade level standards.

With decreasing teacher assistance and with increasing independence, Kelly will utilize proofreading strategies (checklists, rubrics, word-processing software, spelling and grammar checking devices/ strategies) to assist her in editing written compositions for grammar, usage and mechanics to achieve grade level expectations as measured by grade level rubrics.

Across the curriculum, XXX will identify important pieces of evidence from a text and produce a structured & organized, multi paragraph essay that supports either his opinion, or correctly answers a given prompt. He will demonstrate this by achieving grade level standards on assessments in Language Arts, Science, and Social studies that are related to this skill once per trimester.  
  
Across the curriculum, XXX will respond to open response questions and narrative writing prompts in a written format following Grade 8 Writing Standards which include producing a structured & organized, multi paragraph essay that supports either his opinion/ position, or fully answers a given ORQ prompt with a detailed and specific topic sentence,  supporting textual evidence, followed by his explanation/ analysis of selected supporting textual evidence. He will demonstrate this by achieving grade level standards on assessments in Language Arts, Science, and Social studies, as measured by student work samples, grade level rubrics

Math Goal

Given direct instruction, using a math reference sheet, procedural guide, and/or calculator, Kelly will complete open response questions, single and multi-step problems, mastering math-based concepts as measured by formal and informal assessments with decreasing teacher support.

Given direct instruction and a procedural guide, XXX will continue to identify and apply learned strategies, mastering math-based concepts as measured by formal and informal assessments.

Kelly will utilize provided reference sheets in order to identify key words and select appropriate operations to solve single & multi-step problems in all presented opportunities with increasing independence and decreasing teacher support as measured by progressing towards and/or achieving informal and formal assessments.

Kelly will organize her work and use mathematical language in order to explain how she solved mathematical problems involving single and multiple steps with minimal staff support in 4 out of 5 opportunities as measured by approaching grade level curriculum standards higher on grade level rubrics.

Using a math reference sheet, procedural guide, and/or calculator, XXX will complete open response questions, single and multi-step problems and review solutions to see if they are accurate and reasonable on each task that requires calculations with decreasing teacher reminders and support.

XXX will demonstrate effective preparation and organization as well as develop project management skills to meet the expectation for homework completion and long term assignments with increasing independence as evidenced by his ability to obtain C s (consistently) on the correlating areas of the report card titled, Essential Learning Skills.

Given the strategies, XXX will implement check points for long term assignments and record them in the monthly calendar with increasing independence as measured by completed long term assignments and reported observation at home by the parent.

With fading verbal prompts, when given a long term assignment, XXX will use a monthly calendar and record the date it is due as measured by completed assignments and teacher observation.